

Implement policies and procedures to safeguard children and young people in the playwork setting

Overview

This standard is about implementing and maintaining procedures relating to safeguarding issues and potential bullying, within the playwork setting.

The main outcomes of this standard are:

1. maintain procedures to safeguard children and young people
2. implement safeguarding procedures for children and young people
3. implement policy and procedures to respond to potential bullying

This standard is for a playworker working directly with children and young people in a playwork setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. This standard is for staff that have some responsibility for the playwork setting and others, making a significant contribution to supporting play.

This standard is underpinned by The Playwork Principles and playworkers must be familiar with these and, where possible, demonstrate them through their practice and reflection.

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Performance criteria

You must be able to: **Maintain procedures to safeguard children and young people**

1. develop and maintain your organisation's safeguarding procedures according to legal and regulatory requirements
2. engage in updating your organisation's safeguarding procedures in collaboration with **others**
3. lead on and participate in training and provide support to implement safeguarding procedures

Implement safeguarding procedures for children and young people

4. provide support to children and young people about how to keep themselves safe from **abuse**
5. provide support to children and young people on their rights
6. provide support to children and young people with guidance on what they could do if they experience **abuse**

Implement policy and procedures to respond to potential bullying

7. manage, monitor and implement your organisation's anti-bullying policy
8. engage in updating your organisation's anti-bullying procedures in collaboration with children, young people and staff
9. provide support and guidance to staff to support them with implementing your organisation's safeguarding and anti-bullying policies and procedures
10. provide support to children and young people about how to keep themselves safe from bullying

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Knowledge and understanding

You need to know and understand:

Maintain procedures to safeguard children and young people

1. the Playwork Principles within the professional and ethical framework for playwork and how each of the principles can be applied within their own role
2. your own role and responsibilities in relation to the protection of children and young people
3. your organisation's safeguarding procedures for the protection of children and young people from **abuse**
4. current legal, regulatory and organisational requirements for safeguarding, where to access them and the importance of keeping up-to-date with them
5. sources of information on best practice in relation to safeguarding
6. the importance of recognising, reporting and recording concerns of **abuse** in relation to any child or young person
7. the importance of undertaking and providing current and relevant updates and training
8. your responsibilities in supporting staff with the implementation of safeguarding and anti-bullying policies and procedures

Implement safeguarding procedures for children and young people

9. how to recognise signs and symptoms of **abuse** and neglect
10. how to identify and respond to concerns of **abuse** in accordance with your organisation's safeguarding procedures
11. how to report and record information about concerns of **abuse**, in accordance with current legal, regulatory and organisational requirements
12. the types of information children and young people may need about how to keep themselves safe from **abuse** and where to access these
13. ways of providing information to children and young people on their rights and the importance of doing so
14. the importance of promoting self-esteem and resilience in children and young people
15. the factors that may make certain children and young people more vulnerable to **abuse** and the importance of remaining aware of this
16. how to provide guidance and support to children and young people on what they could do if they experience **abuse**
17. the types of guidance and support required from you to give to staff about concerns of **abuse**

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Implement policy and procedures to respond to potential bullying

18. your organisation's anti-bullying policy and procedures and why these are important
19. **types** of bullying
20. how to identify and respond to concerns of bullying in accordance with your organisation's anti-bullying policy and procedures
21. how to recognise and respond to information about concerns of bullying
22. why staff may need support and the sources, location and type of support that may be necessary

Scope/range related to performance criteria **Others (minimum 3 out of 5)**

1. staff
2. senior managers
3. key professionals involved with individual children and or young people
4. referral agencies
5. other professionals involved in child protection

Abuse

1. physical
2. neglect
3. emotional
4. sexual
5. bullying

Scope/range related Abuse

to knowledge and understanding

- 1. physical
- 2. neglect
- 3. emotional
- 4. sexual
- 5. bullying

Types

- 1. emotional
- 2. physical
- 3. cyber

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Values

The Playwork practitioners involved in writing this standard, in conjunction with SkillsActive, have agreed to adopt the following as the set of values prescribed for all of those working within the playwork sector:

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

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8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

The Playwork Principles are held in trust for the UK playwork profession by the Scrutiny Group that acted as an honest broker overseeing the consultations through which they were developed.

Glossary

Setting

A staffed place where playwork takes place

Space

Anywhere in a setting that is formed through children and young people's play, or is co-created with playworkers, and which could be physical, cyber, affective, permanent or transient

Staff

This covers those with whom you work, for whom you are responsible, paid and or unpaid, or students and or trainees

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